**Lesson #2 Reflection Checklist**

**DURING CLASS: Meet with the other members of your lesson team and use this checklist to discuss the lesson you taught. Use the back of this page to take notes. This reflection will help you to further refine your lessons for explicitly teaching comprehension while guiding students to read and understand narrative and expository texts.**

**YOUR OWN LESSON:**

* What went well?
* What didn’t go as you had planned?
* What came up during the lesson that wasn’t anticipated?
* Did you accomplish the goal of your lesson?
  + If yes, what evidence do you have to support your thinking?
  + If not, what were the barriers?
* What would you change if you could teach the same lesson again with a different group of students?
* **\*\*What did you learn** about how to set learning goals, provide **explicit instruction** and use queries to foster **discussion** DURING reading as opposed to just asking students to read and make sense of the information? What questions do you still have?
* \*\*What did you learn about how to teach students how **to use text features and expository structures** to synthesize and comprehend the author’s key ideas in your learning goals? What questions do you still have?

**YOUR PEERS’ LESSON:**

* What did you learn about texts and reading instruction after being a student in the OTHER lesson that your peers taught you?
* What recommendations would you offer to your peers for future planning of their lesson?

**FOR HOMEWORK:**

Use the ideas and insights gleaned from your class discussion to type your own 1-2 page individual reflection of this teaching experience. Your reflection should synthesize *specific ideas* that you learned about texts, expository text structures guided reading instruction, and discussion. At the end of your reflection, set 1-2 personal goals to guide the next steps of your journey toward becoming a skilled teacher of reading comprehension and response in elementary school.